Title of Lesson: Story Sequencing

Subject: Reading

Grade Level: 1st

Teacher: Karen Moede

Objective:

The student will correctly sequence the pictures from the story with 80 percent proficiency.

Curriculum Standards Addressed:

**E.L.A. 1-1:** The student will read and comprehend a variety of literary texts in print and nonprint formats.

**E.L.A. Standard 1-3:**The student will learn to read by applying appropriate skills and

strategies.

**E.L.A. Standard 1-4:** The student will create written work that has a clear focus, sufficient detail, coherent organization, effective use of **voice**, and correct use of the conventions of written Standard American English.

Prerequisites:

The students should have an understanding of a story and that it is read from front cover to back cover. Students should know that a story could only be read in a specific order. The students should also have a basic understanding of beginning, middle and end of a story.

Materials/Preparation:

1. Book: “If You Give a Mouse a Cookie” By: Laura Joffe Numeroff

2. 10 sentence strips:

The sentence strips should read:

* If you give a mouse a cookie,
* he will want a glass of milk
* He will ask for a napkin.
* He will want to look in a mirror.
* He will probably want to take a nap.
* He will probably ask you to read him a story.
* He will want to draw a picture.
* He will ask for scotch tape.
* He will ask for a glass of milk.
* He will want a cookie.

3. 5 sets of 10 cards with the words:

- Cookie (include a picture of a cookie)

- Milk (include a picture of a glass of milk)

-Napkin (include a picture of a napkin)

-Mirror (include a picture of a mirror)

- Nap (include a picture of a child sleeping)

- Story (include a picture of a book)

- Draw (include a picture of crayons)

- Tape (include a picture of a tape roll)

- Milk (include a picture of a glass of milk)

-Cookie (include a picture of a cookie)

4. 1 set of 10 cards with the words:

-Cookie

-Milk

-Napkin

- Mirror

- Nap

-Story

-Draw

-Tape

-Milk

-Cookie

5. Pointer

Procedures:

1. Introduce the idea of Sequencing by focusing on what students already know. Remind the students that they have been working on beginning, middle and end and we are going to take that a step further.

2. Tell the students, “Today we are going to learn about a big word called Sequencing.” Then, ask the students if anyone knows what sequencing is.

3. For the students who don’t know what sequencing is reaffirm them by saying that you think they can sequence.

4. Start with the Sequencing game. Have the students work together to get in a straight line from shortest to tallest. Then have the students get in order by the first letter of their name. Have all the A names first, then the B names, etc.

5. Tell the students that they just did sequencing. Then define sequencing as putting something in a specific order. Let the students know that today they will be learning about sequencing in a story.

6. Ask the students:

1. Is there only one order to read a book in?

2. If we start in the back and read to the front, will the book make sense?

3. If we skip pages, will the book make sense?

7. Explain that in sequencing a story we start at the beginning of the book and put events in order by when they happen in the book.

8. Introduce the book, “If You Give a Mouse a Cookie.” Tell students that you are going to read the book and then we will work on sequencing and putting events in order, so it is important to pay attention closely.

9. Review: The front cover, title page and where the author/illustrator can be found.

10. Read, “If You Give a Mouse a Cookie”

11. Allow students to make predictions about what will happen next during the story.

12. Work together with the students to sequence the sentence strips as a class. Ask the students what happened first. Read two of the sentence strips and ask which on should be placed on the top, continue for all the strips.

13. Optional: You can use a pointer and ask students to find high frequency words and point to them.

14. Break the students into 4 groups of 4 and one group of 3.

15. Give 1 set of cards with pictures and words to the 4 groups of 4 and then the set of cards with just words to the group of 3 (This group is the above reading level group – if they struggle then give them the words and picture cards).

16. Have the students work together to put the pictures in order of how the events occurred in the book.

17. Discuss as a group what order everyone put the pictures in.

Assessment:

The student has placed 80 percent of the pictures in correct story order.

Adaptions/Accommodations:

1. For the students above reading level, I made cards with just words and no pictures. This will challenge them to read the words that they may have not worked with before.

2. If I had a student who was blind, I would try and find a way to use braille in shorting the pictures.

3. If I had a student who was deaf, I would have a translator for the story.

4. If I had a student who had a behavior disorder, I would sit him in a less distracting area for the reading of the book.

Follow-up Lessons/Activities:

1. The students can use the sentence strips, book and pictures during center time to continue to build an understanding of sequencing.

2. For my ESOL students, I put pictures on the cards so they could visually see which word was being used. I also broke them into groups with students who spoke English so the other students could help them with sequencing the words.

Reflection: